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ABSTRACT

This collection explores the theory and applications of educational testing. It is divided into sections on theory and general principles of educational measurement, administration of tests and scoring, and applications of testing. The following chapters present information on test theory and use: (1) "Current Perspectives and Future Directions" (Robert L. Linn); (2) "Validity" (Samuel Messick); (3) "Reliability" (Leonard S. Feldt and Robert L. Brennan); (4) "Principles and Selected Applications of Item Response Theory" (Ronald K. Hambleton); (5) "Bias in Test Use" (Nancy S. Cole and Pamela A. Moss); (6) "Scaling, Norming, and Equating" (Nancy S. Petersen, et al.); (7) "Implications of Cognitive Psychology for Educational Measurement" (Richard E. Snow and David F. Lohman); (8) "The Specification and Development of Tests of Achievement and Ability" (Jason Millman and Jennifer Greene); (9) "The Four Generations of Computerized Educational Measurement" (C. Victor Bunderson, et al.); (10) "Computer Technology in Test Construction and Processing" (Frank B. Baker); (11) "The Effects of Special Preparation on Measures of Scholastic Ability" (Lloyd Bond); (12) "Designing Tests that Are Integrated with Instruction" (Anthony J. Nitko); (13) "Administrative Uses of School Testing Programs" (Joy A. Frechtling); (14) "Certification of Student Competence" (Richard M. Jaeger); (15) "Educational Admissions and Placement" (Douglas R. Whitney); (16) "Counseling" (Lenore W. Harmon); (17) "Identification of Mild Handicaps" (Lorrie A. Shepard); and (18) "Testing of Linguistic Minorities" (Richard P. Duran). The papers are complimented by 76 figures and 32 tables. References follow each chapter. (SLD)